

**MSE 571 Methods and Materials (3)
for Teaching Bilingual Students**

This course prepares teacher candidates to plan and implement effective strategies for bilingual/ESL students. This course includes 20 hours in a bilingual and/or ESL classroom where candidates will apply their strategies.

**MSE 572 Assessment for Language (3)
Minority Students**

This course prepares teacher candidates to select and/or develop appropriate assessments for language minority students. Topics include cultural bias in assessment, aligning curricula with standards, testing accommodations for language minority students, and authentic assessment. Candidates will implement and observe assessment strategies in a bilingual and/or ESL classroom (20 hours field experience).

**MSE 573 Methods and Materials (3)
for Teaching ESL Students**

This course prepares teacher education candidates to identify and utilize effective methods of instruction for students who are learning English as a new language. Candidates will evaluate and select appropriate and effective materials in an ESL classroom. This course is required for candidates seeking bilingual/ESL endorsement and includes 20 hours of field experience.

**MSE 574 Cross-Cultural Studies (3)
for Teaching BIL/ESL Students**

This course prepares educators to recognize and value cultural diversity in a classroom setting. This includes awareness of refugees and immigrants. Candidates will spend 20 hours in a bilingual and/or ESL classroom learning how to teach to students from diverse backgrounds as well as teaching about diversity.

MSE 575 Applied Linguistics (3)

This course examines the field of applied linguistics as it relates to bilingual and ESL education. There will be an emphasis on theory and research of applied linguistics. Teacher candidates will spend 20 hours in the field applying their understanding of the concepts of pragmatics, morphology, syntax, semantics, and phonology with bilingual and/or ESL students.

**MSE 576-578 Individual Study/
Special Topics (1-3)**

Individual inquiry into a topic of unique interest to the student is supervised by members of the graduate faculty. Records and reports of the inquiry will be presented to relevant audiences. Special topics in professional education are offered depending upon demand and staff.

MSE 579 Practicum (0)

Additional practicum hours needed to complete the requirements for teacher licensure for students enrolled in the traditional M.S.Ed. program of teacher preparation.

MSE 580/1 Advanced Practicum I, II (3)(3)

This experience provides an opportunity to (a) learn new skills through internship with an acknowledged teacher or mentor, or (b) to generate, implement, and evaluate a special project that demonstrates the integration of theory into practice. Reports appropriate to these experiences are presented to relevant audiences. Project presentations may be in the form of a written essay, formal thesis, laboratory project, documentary film, video, or multimedia presentation. A grade of "DE" is given for a practicum that is incomplete at the end of the semester. (Graded P/F)

**MSE 590 Clinical Experience (1-3)
Seminar**

Participation experience in selected attendance centers. Focus will be on individual, small group, and whole group teaching per credit hour. Student must attend weekly seminar to reflectively and critically analyze teaching strategies in practical situations. Prerequisite: Acceptance into the Teacher Education Program. A grade of "DE" is given for a field experience that is incomplete at the end of the semester. (Graded P/F)

MSE 591 Internship Seminar (1)

This course is taken in conjunction with Student Teaching Internship and coordinates the student's past coursework and the Student Teaching Internship experience. Special attention is given to behavior changing techniques, job placement, and teacher expectations. Teacher candidates are required to complete an edTPA portfolio in LiveText.

**MSE 596 Practicum in Physical (3-6)
Education**

This experience provides an opportunity to (a) learn new skills or role patterns through practicum with an acknowledged teacher or mentor; or b) to generate, implant, and evaluate a special project that demonstrates the integration of theory into practice. Reports appropriate to these experiences and a written research document are presented to the graduate committee. A grade of "DE" is given for a practicum incomplete at the end of the semester. (Graded P/F)

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MSE 597 Teacher Leader Internship (3)

Students will gain experience through immersion in the activities and responsibilities of a teacher leader. Candidates will develop their skills and decision-making ability through actively participating in a variety of projects drawing from their course work and the needs of the hosting school. Some activities will be tailored to the professional goals of a candidate, while others are required of all candidates seeking this endorsement.

MSE 598 Designing Professional Development (3)

This course will examine a variety of approaches in which teacher leaders positively impact teaching, learning, schools and student success, by working effectively with other adults and keeping a consistent focus on student learning and achievement.

MSE 600 Research Methodology (3)

This course addresses the nature and characteristics of educational research. The development of basic skills required in the understanding, planning, and executing of a research study.

MSE 601-5 Master's Project (1)

A project will be designed by the student with guidance from his/her advisor. The student must present the proposal to the graduate committee and receive approval. The project will be reviewed with the advisor throughout the program. A report appropriate to the project will be presented to the graduate committee and must be successfully defended. The student must register for the course each semester until a successful defense has been completed. (Graded P/F)

MSE 620/621 Thesis I, II (3)(3)

This final project is a culminating activity that represents the student's application of the interdisciplinary approach to human value systems and an attempt to communicate what the student has learned. It will take the form of a formal thesis. The project is designed by the student and relevant faculty advisors, beginning with a proposal submitted to a faculty member. Reports appropriate to this experience will be presented to the graduate committee. A grade of "DE" is given for projects incomplete at the end of the semester. (Graded P/F) (Formerly MSE 597/598)

STUDENT TEACHING

MSE 582/3	Elementary Education	Internship I, II	(3)(3)
MSE 584/5	Middle School	Internship I, II	(3)(3)
MSE 586/7	Secondary Education	Internship I, II	(3)(3)
MSE 592/3	Special Education	Internship I, II	(3)(3)
MSE 594/5	K-12 Physical Education/Music	Internship I, II	(3)(3)

This experience is designed to be part of the culminating activities for students enrolled in the Master's Program with emphasis in the teaching licensure program. Students will spend sixteen weeks (2 eight-week placements) as teaching interns in the local schools. Student Teaching will integrate the theoretical and clinical dimensions of coursework through direct classroom application experience. Students will enroll concurrently in Internship I, II, and MSE 591 Internship Seminar. (Graded P/F) Prerequisite: Acceptance to Student Teaching.

Ordinarily, students will do their student teaching internships in the Quincy area. If a student requests that the teaching be done elsewhere, the University will charge an additional \$1,000 fee to cover the administrative costs of such an arrangement.

MASTER OF SCIENCE IN EDUCATION IN COUNSELING AND COLLEGE STUDENT PERSONNEL

Degrees Offered: **Master of Science in Education in Counseling in Clinical Mental Health Counseling; Master of Science in Education in School Counseling; Master of Science in Education in College Student Personnel (M.S. Ed.)**

The Master of Science in Education in Counseling and College Student Personnel program is designed for students who are seeking a career working as a counselor in settings such as community agencies, government, private practice, and elementary, middle or secondary schools or in various student-focused positions within higher education. The mission of the Quincy University Master of Science in Education in Counseling and College Student Personnel program is to train individuals to become competent professional counselors and/or college student personnel. The program facilitates personal and professional growth via a combination of academic rigor, experiential learning, personal and professional reflection, and service to the community. The program is committed to the development of counselors and college student personnel as ethical, reflective practitioners and Servant-Leaders, who exhibit an affinity for lifelong learning, a commitment to social justice, and an appreciation for the diverse world in which they live and practice.

Program Requirements:

The coursework required to complete the M.S.Ed. in Counseling and College Student Personnel consists of:

1. 30 hours of core coursework: MEC 500, MEC 512, MEC 513, MEC 516, MEC 517, MEC 520, MEC 521, MEC 526, MEC 527, and MEC 528.
2. Courses specifically required for the School Counseling emphasis: MEC 555, MEC 556, MEC 580, and MEC 590 (6 hours) plus 3 hours of electives (typically MEC 531 or other elective approved by advisor).
3. Courses specifically required for the Clinical Mental Health Counseling emphasis: MEC 541, MEC 545, MEC 546, MEC 580, and MEC 590 (6 hours) plus 12 hours of electives (approved by advisor).
4. Courses specifically required for the College Student Personnel (Non-Clinical) emphasis: MEC 560, 561, 562, MEC 565, and MEC 566 (6 hours).

ADMISSION

Applicants are encouraged from individuals in all fields. All applicants are considered on an individual basis. The applicant's potential for successful completion of the program is a central focal point for the Admissions Committee. Applications are processed on a revolving basis. Although it is generally preferred that an individual accepted into the program start his or her coursework in the fall semester, an applicant may begin at the start of any term, providing space is available.

Applicants must submit the following to the Quincy University Office of Graduate Studies:

1. **Application** - A completed Application for Graduate Admission.
2. **Official Transcripts** - An official transcript from the college or university that the applicant matriculated from verifying that the baccalaureate degree has been conferred. In addition, the applicant needs to provide official transcripts from any other college or university at which he or she may have undertaken any additional study, undergraduate or graduate.
3. **Recommendations** - Two completed recommendations from professionals who can address the applicant's academic and/or professional potential.
4. **Educational requirements** - Applicants must have or will have completed a baccalaureate degree. Applicants with an undergraduate GPA of 3.0/4.0 or higher may be recommended for admission. Applicants with a GPA lower than 3.0 will be considered for conditional admission.
5. **International students** - Applicants from non-English speaking educational institutions must submit the results of the TOEFL. Generally, a score of 550 or above is acceptable evidence of a student's ability to successfully study in an English-speaking environment at the graduate level. Also, the applicant must submit documentation showing how his/her education will be financed. A bank official must authorize this financial documentation.

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6. **Writing prompts** - The applicant is requested to reply to the questions or statements regarding counseling and/or college student personnel work. It is expected that the questions are answered to the best of the applicant's ability and each question is to be answered in 500 words or less.
7. **Entrance Test Results** - A score of 380 (400 preferred) or higher on the Miller's Analogy Test or an equivalent score on the Graduate Record Exam.
8. **Coursework** - While applicants from all undergraduate majors are considered, coursework in behavioral sciences (e.g., Psychology or Sociology) is desirable. It is hoped, but not mandatory, that students will have taken the following courses or their equivalent:
 - a. Introduction to Psychology or Sociology
 - b. Personality Theory
 - c. Statistics/Research Design
 - d. Abnormal Psychology
9. **Professional Resume**
10. **Enrollment fee** of \$200 upon registration.

The Counseling Program Admissions Committee reviews each person's application. As there are several measures that are used in the application process, there is no one single factor that would qualify or disqualify a person. In some cases, in addition to the written application and supporting documentation, an applicant may be required to have an in person interview with the Counseling and College Student Personnel Program Admissions Committee or its representative(s).

DISPOSITION

A critical component to becoming an effective counselor or college student personnel practitioner is demonstrating appropriate dispositions. Disposition may be defined as having the tendency to act in a way that is helpful or facilitative for others. Disposition really cannot be measured by academic grades. Therefore, a student's admission to the MEC program serves as indication that he or she understands that the assessment by faculty of his or her disposition will be different from the assessment for his or her academic grade. The student also acknowledges that while his or her grades may be satisfactory, the faculty may evaluate his or her disposition as inappropriate.

The faculty will assess a student's dispositions at least annually and may find that a student is unfit for the counseling and college student personnel program and may make a decision that the student should be dismissed from the program as a result of inappropriate disposition(s).

TRANSFER OF CREDIT

A student who has completed graduate work elsewhere in an approved, accredited program may request that up to 12 semester hours be transferred to Quincy University, accepted as transfer credit and counted towards the M.S. Ed. in Counseling degree. Generally, credits older than 7 years will not be accepted. Normally a grade of "B" or better is required for such transfer credit. Petition for transfer credit must be made to the Program Director, but approval must be made by the M.S. Ed. in Counseling and College Student Personnel Admissions Committee. Credits earned through correspondence courses are not accepted.

If the student has completed a master's degree, none of the courses used in that degree completion would transfer directly into the program. While a student would not be required to take a duplicate course, he or she would need to take a course so that the number of semester hours taken for this second master's degree would equal the minimum equivalent degree requirement at Quincy University.

ACADEMIC REGULATIONS

GRADES: The grading system used by the Counseling and College Student Personnel program is described in the current catalog under Graduate Academic Policies.

Graduate credits are earned in courses for which a student receives a grade of "C" or better. Normally, no more than two courses with a "C" or "C+" grade are allowed and a student is required to maintain a 3.0 cumulative grade point average (GPA). A student whose cumulative GPA falls below 3.0 will be placed on probation. Failure to raise the GPA to 3.0 by the end of the following semester of coursework will result in the academic dismissal of the student from the program. A grade of "F" may result in academic dismissal. A student may appeal an academic dismissal in writing to the Graduate Appeals Committee, which makes decisions on a case-by-case basis. A second academic dismissal is final.

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In exceptional cases, a grade of Incomplete (IN) may be given to a student. The decision to give the grade of "IN" rests solely with the instructor. All requirements for the course must be completed as stipulated in the Incompletes section of the Graduate Academic Policies. Failure to do so will result in the grade of "IN" automatically being changed to an "F" at the end of the following term.

A Deferred (DE) grade may be given for a clinical experience that is incomplete at the end of a semester. The policies and schedule regarding withdrawal from the MEC program are identical to those in the undergraduate program.

CANDIDACY REQUIREMENTS: A student may attain the M.S.Ed. in Counseling and College Student Personnel Degree in one of the following ways:

1. 48 semester hours including a 100-hour practicum and a 600-hour internship in school counseling and successful completion of the comprehensive examination.
2. 60 semester hours including a 100-hour practicum and a 600-hour internship in clinical mental health counseling and successful completion of the comprehensive examination.
3. 48 semester hours including a 100-hour practicum and a 600-hour internship in college student personnel and successful completion of the comprehensive examination.

TIME FRAME: Matriculated graduate students are encouraged to enroll in two courses each semester including summer. Students may choose to take fewer courses. A minimum of one course per year is required to maintain candidacy. There is a six-year time limit from first attendance to completion of the degree program with no more than one year between enrollments. Failure to comply could result in the student being dismissed from the program. To be readmitted, a student must petition the Director of the program and is required to follow the rules, regulations and program requirements in effect at the time of re-admittance into the program.

ACADEMIC LOAD: The academic load is limited to 9 semester hours during any academic term.

RESIDENCY: There is a 42 credit hour residency requirement. This means that a minimum of 42 credit hours must be taken in the Quincy University program. The entire program must be completed within six years of date of first attendance. An extension may be granted for extraordinary reasons upon petition to the Director of Counseling and College Student Personnel Program.

CLINICAL EXPERIENCE: School Counseling, Clinical Mental Health Counseling, and College Student Personnel emphases require a 100-hour practicum and a 600 hour internship. It should be noted that these requirements represent minimum state licensure/certification requirements and are alone insufficient to meet criteria for a passing grade in the clinical experience courses. Passing scores for the clinical experience courses are determined by evaluating a multitude of factors, including but not limited to: clinical competency, adequate completion of coursework, demonstration of dispositional appropriateness, and adherence to professional ethical standards.

CONTINUING ENROLLMENT: The practicum/internship is typically completed over the course of 3 semesters (i.e., one semester of practicum and two semesters of internship). Students who do not complete the internship experience within the first 6-semester credit hours will be required to enroll in one additional credit of internship per semester until they have met requirements for completion. Contrarily, exceptions regarding students completing full-time internships in one semester may be made with approval from the Program Director.

REVIEW: At the successful completion of 4 courses, the faculty of the Counseling and College Student Personnel Program will assess each candidate as to their academic progress and their dispositions as a Counselor-in-Training or a Student Personnel Practitioner-in-Training. After the review, a candidate could be placed on probation and/or receive a "Corrective Action Plan" stating what actions need to be completed before continuing in the program. If a candidate's dispositions are assessed as inappropriate, he or she may be dismissed from the program.

FINGERPRINT CHECKS: All students in the school counseling program need to have two fingerprint checks, one in the first semester and the second immediately prior to the practicum.

SCHOOL COUNSELING TESTS: All students who wish to become school counselors need to take two tests offered by the Illinois State Board of Education. The first test (Test of Academic Proficiency) needs to be taken in the first year in the program and the second test (Counseling Content Test) must be taken prior to enrollment in a practicum or internship. If one has not passed both tests, he or she will not be allowed to graduate.

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ADDITIONAL SCHOOL COUNSELING COURSEWORK FOR NON-LICENSED TEACHING

CANDIDATES: The State of Illinois has made provisions for individuals who are not licensed teachers to become licensed school counselors. The specific courses that a student may be required to take will be decided in consultation with his or her advisor. Minimally, the areas that need to be covered are 1) special populations; 2) counseling school age populations; 3) classroom management and 4) school counseling related courses. All courses need to be taken at the graduate level unless permission to take courses at the undergraduate level has been received from the Counseling Program Director or the Dean of the School of Education.

GRADUATION:

A student becomes eligible for graduation upon:

1. The successful completion of a minimum of 48 semester credit hours (School Counseling and College Student Personnel) of graduate courses or 60 semester credit hours (Clinical Mental Health Counseling) of graduate courses as outlined with a cumulative grade point average of 3.0;
2. the successful completion of a practicum and an internship in his/her respective emphasis;
3. the successful completion of the comprehensive examination. Students are allowed to take the comprehensive exams 3 times before a plan of remediation will be required for them to continue in the program. Successful remediation plans will include written analysis of areas of deficit in comprehension and may include additional coursework.

Students must apply for graduation with the Registrar according to the Application for Graduation directions under Graduate Academic Policies. Students with six (6) or fewer credits to complete for their master's degree may participate in the May Commencement ceremony.

Note Bene: The courses required for licensure or certification may change during a student's residency in the program. The new requirements may need to be met by the students. Generally, while a student cannot be required to take new courses that were not listed in the catalog at the time of admission or readmission, it may be in the best interest of the student to meet the new requirements.

Course Descriptions

MEC 500 Professional Orientation, Legal, and Ethical Issues in Counseling (3)

This course explores the professional identity of counselors, professional organizations, publication, school certification, and clinical licensure. The roles and expectations of counselors in various settings are examined. Students will also explore legal and ethical issues associated with the role of the professional counselor. Special attention will be paid to current ethical standards, ethical decision-making processes, and self-reflection regarding the effect of personal biases on the process of making sound ethical decisions.

MEC 505 Advanced Legal and Ethical Issues in Counseling (3)

The purpose of this course is to help students explore the complexity of ethical and legal considerations specifically related to the practice of counseling (e.g., confidentiality, professional liability, privileged communication, informed consent, etc.). Students will engage in ethical decision-making processes to derive solutions to counseling ethical dilemmas. Prerequisites: MEC 500, MEC 512, MEC 513, and MEC 521.

MEC 510 Introduction to Counseling Supervision (3)

The purpose of this course is to prepare counselors for future roles as effective supervisors in school and clinical mental health settings. Theories of counseling supervision and their applications to practice will be explored. Prerequisites: MEC 500, MEC 512, MEC 513, MEC 521, MEC 526, and MEC 580.

MEC 512 Counseling Theory (3)

This course provides an overview of current major theoretical approaches to counseling. Emphasis is on both theory and application. Methods of instruction include lecture, class discussion, readings, videotapes, writing, case studies and role-playing. Having evaluated the philosophical assumptions about the human person underlying each theory, each student will be able to choose and critically integrate major counseling perspectives into his or her own personal approach to counseling.

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MEC 513 Counseling Techniques (3)

The purpose of this course is to teach students basic counseling skills. The students will focus on developing and enhancing their skills to facilitate their ability to intervene effectively with their clients. Students will be encouraged to explore their own style of counseling and begin to integrate at least one theoretical orientation into their practice of counseling.

MEC 516 Human Growth and Development (3)

The purpose of this course is to review basic concepts pertaining to human development across the lifespan including characteristics of the physical, cognitive and psychosocial changes that occur from birth through adulthood. Research methods that underlie the empirical study of human development are presented. Historical and cultural perspectives on childhood, adolescence, adulthood and aging are reviewed.

MEC 517 Research Design and Statistics (3)

The purpose of this course is to engage students in the process of conceptualizing counseling research from inception through completion of a research study. Students will develop skills needed to analyze, evaluate, and generate counseling research studies. From the development of initial research questions to corresponding statistical analysis to research design, the promotion of students to become developers and critical consumers of counseling research will be a major focal point of the course.

MEC 520 Family Dynamics in Counseling (3)

The purpose of this course is to examine theories and practice of family counseling. Students will begin to develop skills in working with families. The special ethical and legal issues involved with family counseling will also be covered. Prerequisites: MEC 500, 512, 513, and 516 or consent of instructor.

MEC 521 Group Dynamics in Counseling (3)

As a result of this course students will develop an understanding of group dynamics and the roles of group members. Group leadership skills will be developed. The uses of groups in schools and community settings will be explored. Special attention will be paid to the use of groups with children and adolescents. Prerequisites: MEC 500, 512, 513 or consent of instructor.

MEC 526 Appraisal of the Individual (3)

The purpose of this course is to explore methods of assessing various attributes of a person. Methodology includes standardized assessment, measurements, individual and group testing, case studies, observations, interviews and rating scales. The course will focus on the development of a comprehensive framework for understanding the individual.

MEC 527 Social and Cultural Issues in Counseling (3)

This course will examine the nature of cross-cultural counseling. Students will be asked to engage in critical self, peer, and systems analysis in terms of counseling in a multicultural context. Topics such as racial identity development, oppression dynamics, various cultural movements in the profession, and counseling techniques most appropriate for specific cultures will be covered.

MEC 528 Lifestyle and Career Counseling (3)

The purpose of this course is to examine theories of career development and occupational choices. Areas to be included are theories of career choices, career and lifestyle developments, development and career choice, sources of information regarding careers and educational information and opportunities, resume writing and portfolio development. Prerequisites: MEC 500, 512, 513 or consent of instructor.

MEC 530 Counseling and the Creative Arts (3)

This course is intended as an introduction to integrating creative and expressive arts into counseling practice. Students will learn to utilize creative activities in various stages of the counseling process, including assessment, intervention, and outcome evaluation. Students will be given the opportunity to develop, present, and demonstrate therapeutic activities using the creative mediums of music, dance/movement, visual arts, literature, and drama. Special attention will be given to integrating creative activities into counseling plans in a way that is intentional, empirically supported, and developmentally appropriate.

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MEC 531 Counseling Children and Adolescents (3)

The purpose of this course is to examine the various psychological problems of childhood and adolescents. Various developmental perspectives on child and adolescent growth and possible resultant difficulties will be discussed. Special attention will be paid to system and environmental issues. The students will develop counseling skills needed in working with children, adolescents and their families. Prerequisites: MEC 500 and 516 or consent of instructor.

MEC 540 Servant-Leadership and Advocacy in the Counseling Profession (3)

This course intends to provide opportunities for counselors-in-training to develop as servant-leaders within their chosen profession. Students will engage in community-based service activities, professional advocacy initiatives, professional leadership roles, and community development activities intended to promote an active service-oriented agenda befitting a professional counselor.

MEC 541 Substance Abuse Counseling (3)

The purpose of this course is to examine chemical, psychological and treatment aspects of drug use, abuse and dependency. The effects of substance abuse on family members will be discussed. Skills in assessment, diagnosis and treatment approaches will be developed during this course. Alternative perspectives on the etiology and treatment of substance abusing individuals will also be covered. Prerequisites: MEC 500, 512, and 513 or consent of instructor.

MEC 542 Trauma Across the Lifespan (3)

This course will introduce current theory and practice models related to trauma and crisis intervention. This course provides an overview of multi-system level definitions of trauma experience—historical, individual, interpersonal, family, organizational, community and global. It also examines various approaches to trauma response theory. It promotes the unique contribution Counselors have to offer through the lenses of strength, resiliency, and coping as well as commitments to multicultural and systems factors. The course will move from a macro to a micro level of understanding of trauma. It will look at trauma from different perspectives and will demonstrate why Counselors have been and will continue to be central professionals in helping traumatized individuals and groups.

MEC 545 Psychopathology (3)

The purpose of this course is to cover the etiology, diagnosis, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior. Models for assessing mental status and identifying abnormal, deviant or psychopathological behavior will be discussed. Focus will be placed on diagnostic categories currently identified in the DSM IV-TR. Prerequisites: MEC 500, 512, 513, 516 and 527 or consent of instructor.

MEC 546 Diagnostics and Treatment Planning (3)

In this course, students will learn how to utilize the Diagnostic and Statistical Manual of Mental Disorders (DSM) to develop diagnostic impressions and appropriate treatment plans to meet the needs of their clients. Students will also be introduced to psychopharmacology as it relates to specific mental disorders represented in the DSM. Prerequisites: MEC 545 or consent of instructor.

MEC 551 Advanced Counseling Theory Seminar (3)

This course serves as an advanced seminar in counseling theory. Students will have the opportunity to explore, in depth, a “school” of counseling theory that they believe best represents their own views of human development. Students, through experiential activities, will have opportunities to challenge their chosen theoretical orientation both in and out of class. Students will also be challenged to write professionally on topics related to their chosen theoretical orientation. Prerequisites: MEC 512 and MEC 513.

MEC 555 Counseling and Consulting in the Schools I (3)

The purpose of this course is to provide students with a broad overview of the school counseling profession, including the history of the profession, and the roles and functions of the professional school counselor. Students will study and understand the process of planning, developing, implementing, and evaluating school counseling programs that are comprehensive, preventive, and developmental in nature, data-driven, and responsive to the academic, vocational, and personal social needs of all students. Special emphasis will be placed on the components of the ASCA national model, including program foundation and systems for program management, accountability, and delivery. Multicultural considerations and legal and ethical issues will be addressed throughout the course. (Formerly MEC 515)